

NEASC SPECIAL PROGRESS REPORT

Winnisquam Regional High School

January 24, 2011

Highlighted item #1

Provide the details of a plan for the review of the school's mission and expectations for student learning, identifying the data sources to be analyzed and the nature of participation by all stakeholders, in order to ensure that it reflects student needs, community expectations, the district mission, and state and national standards.

The Winnisquam Regional High School's mission and expectations is reviewed on a cyclical basis. This plan will reflect a five-year span. The focus of the review is based on student learning and includes all stakeholders. This plan includes using the school-wide learning expectations rubrics, analysis of data to ensure curricular alignment with the mission, and surveys of the entire community.

First, the Mission and Expectation School Improvement Team (SIT) reviews alignment between the mission, the student expectations (as they are currently defined), and the curricular courses/areas in which they are to be addressed as identified in the Program of Studies. We developed a means of conducting an inventory for accountability of curricular implementation of expectations in all content areas annually. The team collects data generated from the rubrics and assesses student performance in those areas. This also provides the team with data points to determine appropriateness, refinement, focus, and measurability of each expectation. Revisions to these rubrics are made as needed.

Second, students review the mission and expectations in the Freshman Seminar course. Topics include an interpretation of the mission and what it looks like in practice. This application is captured in six rotating units such as: community service, environmental awareness, local resources for learning, technology implementation, writing and communication tools, and assessment strategies (See Appendix A). The teachers review the mission annually at mid-year through SIT work during faculty meetings.

Third, we are developing a new category in our annual community surveys to address the mission statement and expectations. The intent is to ask the community if the essence of the mission is reflected in our daily practices. Traditionally, these surveys are administered at a variety of school events to include open house and parent conferences. They are also available on-line to include a link on our web page and to our daily parent email system; and at community venues such as the post office and town offices. The Mission and Expectations SIT review the surveys regularly and make recommendations.

Finally, the Mission and Expectations SIT will compare and contrast the School District's Strategic Plan and the state and national standards with the high school's mission and expectations every five years. The Strategic Plan is revised every five years, with the most recent implemented in the fall of 2009. The mission is reflected in the elements of the Strategic Plan that directly impact the high school. These four steps are the basis for review and revision of Winnisquam Regional High School's mission statement and student expectations.

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Highlighted item #2

Update the Commission on progress in the execution/completion of the school's three-year curriculum review cycle.

The Winnisquam Regional High School staff voted to use *Understanding by Design* (UbD) as the method for writing their curriculum. Training on how to write Stage 1 and 2 of a unit was conducted throughout the 2009-2010 school year. Teachers were to complete two units by the end of the 2009-2010. Teachers were compensated for time in the summer to complete units with support from the trainer to continue the process. By the end of the 2010-2011 school year, all teachers will have completed both Stage 1 and 2 for all instructional units. During the spring of 2009, the faculty voted to adopt a block schedule for the 2011-2012 school year.

Teachers have received training in January 2011 for Stage 3 of UbD lesson planning. Three more days of training are scheduled throughout the spring of 2011. Many faculty members have completed Stage 1 and Stage 2 and are ready to begin Stage 3 knowing that the length of their lessons will be approximately 87 minutes and classes will meet every other day throughout the school year. By June 2012, all units of study are to be completed in UbD format. A byproduct of this process of transitioning to a block schedule model has been a very thorough review of curriculum practices, content, competencies, and assessments.

In addition, the Winnisquam Regional School District has hired the National Center for Educational Achievement (NCEA) to complete a district-wide curriculum audit. The audit focuses on the fundamental principals of teaching and learning as identified from the study of consistently higher performing school systems. The NCEA audit process includes: document collection and review, site visits, and analysis and benchmarking. The NCEA themes include:

- Student learning: expectations and goals;
- Staff selection, leadership and capacity building;
- Instructional tools: programs and strategies;
- Monitoring: compilation, analysis and use of data;
- Recognition, intervention and adjustment

The review team will present their findings in February to administrators and the School Board. The administrators and the district's Director of Curriculum and Development will create an action plan to move the developing and critical points to established practices.

Highlighted item #3

Develop a process to ensure that, beyond their citation in curriculum documents, the teachers are practicing instructional strategies that are consistent with the school's values and beliefs about learning as outlined in the mission statement.

Several techniques are employed to ensure that teachers are practicing best instructional strategies that are consistent with the School's values and beliefs as outlined in the mission statement. These include pre-conference guidelines for teacher evaluation, walkthrough teacher observation checklist, and student behavior reports. These are all opportunities for self-reflection on practices as they pertain to the mission statement, and serve as evidence that the mission is a living document.

The instruments used in teacher observations incorporate elements related to the Mission in order to assess the degree to which instructional strategies are in keeping. The revised walkthrough observation instrument will include a section for "Focus on Mission" to allow documentation of instructional strategies related to the Mission, when observed (See Appendix B). The Goal Plan evaluation plan enables eligible faculty to focus on specific aspects of the mission as they relate to their professional development aspirations. The classroom observation short form used by administrators can also include comments indicating instances in which such instructional practices were evident.

The student behavior form was amended for the 2010-2011 school year to include a section to indicate which part of the school's mission statement was violated by the particular incident. This includes the opportunity for student response and reflection on present behavior. Teachers may use this as an opportunity to document and discuss behaviors inconsistent with mission (See Appendix C).

Highlighted item #4

Create and implement a technology integration plan to aid teachers in the use of technology as an extension of best practice methodology.

The technology integration plan is tied directly to the acquisition of technology. The high school has developed a cyclical five-year budget plan for technology purchases. As we purchase and receive numerous new technology tools, teachers are trained on how to integrate technology into the classroom. Throughout the year of 2009-2010, consultant Christine Downing presented to all departments about how to incorporate technology instruction.

During the 2009-2010 school year, three interactive white boards were available in the high school. The boards were mobile and one was placed on each floor of the building. Training was conducted in use of the board. *Easiteach* software was installed for high school teachers, and time was allotted for curriculum teams to meet together to discuss how to effectively use the boards in their classrooms.

Mathematics teachers at the high school level chose to receive interactive tablets and projectors. These teachers also received a laptop so that the appropriate software could be uploaded for their use of this technology in the classroom. A district license for *RM Math Frameworks* and *Geometer Sketchpad* were also purchased for the math team. Teachers received training in the use of the interactive tablets, and in the programs that were designed for the teaching of mathematics.

With the purchase of a new Earth Science curriculum came the addition of automated student response systems. Teachers using this curriculum which had a built-in technology component were

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trained in the use of this device for both formative and summative assessments. The science department has been systematically purchasing Vernier probes. Science department members have attended summer workshops on how to effectively implement these devices into inquiry-based labs.

In the 2010-2011 school year, four more interactive white boards were added to the high school. These boards are not mobile but have been assigned to teachers in the areas of social studies, science, music, and English. All teachers were trained in the use of this technology and had shown that they were well able to incorporate it into their classroom instruction. In the science department, the two mounted boards are shared among teachers. If the technology is pertinent to the lesson, the teacher uses the classroom where the technology is available. The school has also purchased two additional sets of automated student response systems. A webinar was held to "*Train the Trainer*". The teachers involved in the training met a second time to practice using the new devices and share professional development opportunities with colleagues. The company from which the systems were purchased continues to offer webinar support.

The district has also purchased remedial software/online programs such as *Read 180*, *System 44* and *iSUCCEED* mathematics. Teachers using these instructional tools receive ongoing support on how to most effectively utilize the program to help students improve their skills in both reading and mathematics.

As the district continues to acquire additional technology, trainings will be conducted so that teachers collaborate with colleagues and in turn their experience firsthand how to effectively integrate the technology in their academic areas. When new technologies are purchased by the district, the district provides on-going professional development for teachers on how to integrate the technology effectively in their classrooms as a tool for instruction.

In alignment with the District's 2010-2015 Strategic Plan, a technology audit is being conducted by CELT Corp. (Connecting Education, Leadership, and Technology). The audit addresses the following areas: Network and Infrastructure; Decisions, Support Systems and Planning; Organization and Staff Development; and Student Learning. The audit will offer recommendations for growth and expansion as well as acknowledgement of technological practices that directly benefit and impact the success of the District. Additionally, an Integration Specialist is designated to be hired at the high school for school year 2012-2013.

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Highlighted item #5

Describe the plan to ensure that all teachers base classroom assessment on school-wide and course-specific rubrics.

A timeline for the implementation of reports on student progress of course competencies and school-wide expectations was included in our two-year progress report titled "Appendix B" in that document. Our Assessment School Improvement Team (SIT) works to develop and implement a plan that ensures the meeting of this timeline. The Assessment Team is working with the Mission Team to revise the academic, social and civic expectations in the mission statement and ensure that all stakeholders have a part in this revision.

The SIT on Mission and Expectations reviews the rubrics currently in place to ensure they are a realistic means of measuring each expectation. Revisions to these rubrics are made as needed so that they can be partially/wholly utilized in course specific rubrics created by teachers. The finalized school-wide rubrics can be accessed and utilized by teachers from the shared drive on the school's server.

Teachers and departments review the academic, social and civic expectations as they relate to courses to determine ownership of each expectation. The Assessment Team will develop a chart illustrating the courses assigned to address each expectation and ensure that students have multiple opportunities to meet each expectation through their individual course work at Winnisquam Regional High School.

Currently, for example, the social studies and English vertical alignment teams meet twice a month to align curriculum. They are also reviewing the latest Winnisquam Regional High School Writing Rubric (See Appendix D). The science department has developed and implemented a common inquiry-based lab report assessment rubric over the past two years. The departments have been using these rubrics to review student work in a professional learning community format. Common assessments are also posted on the high school's shared drive.

Finally, the Assessment SIT is developing a new method of reporting student grades that allows for the communication and tracking of student achievement as it relates to course competencies and school-wide expectations.

Highlighted item #6

Update the Commission on the development/use of common assessments and their utilization in informing curriculum development and instructional practices.

As mentioned above, subject area vertical teams between the middle and high schools have been created and meet at least monthly with the District's Curriculum Coordinator. In these teams teachers are working to define and develop common assessments and course rubrics for their subject areas. The implementation of the resulting common assessments allow for data collection and analysis that enables departments to evaluate student achievement and shape instructional practices and thereafter informing curriculum decisions. Inter-departmental meetings also take place between the science, social studies, math, and English departments, in part, for the purpose of developing common assessments.

Departments have already implemented several common assessments such as the inquiry-based lab report previously identified. In some cases, common *final* assessments are also being used such as math, science, and world language. These data resulting from the use of these new assessment instruments will be examined in department meetings, inter-department meetings, and by these vertical teams to help drive decisions regarding curriculum and instruction.

For example, the Agricultural Education program uses the Winnisquam Regional High School Writing Rubric to assess written work in corresponding classes. There is also a common portfolio assessment which includes five rubrics to include: resume, skills inventory, statement of personal network, narrative of student experience, and scope and summary of student work.

Highlighted item #7

Report any further changes in grouping practices that reflect the diversity of the student body, foster heterogeneity, reflect research and best practices, and support the achievement of the school's mission and expectations.

Several changes in grouping practices have occurred in the High School.

The English Department no longer tracks ninth and tenth-grade students. English classes for these grades are now honors and general in designation. The Department has added a full-year course in 2011-2012 for juniors and seniors needing English credits but who are unable to find suitable electives.

The science department has also shifted their course designations so that all science classes are either honors, or college preparatory. There is no longer a designation for "general" science. Freshman science classes are all heterogeneously grouped. The inclusion of an "Integrated Science" class for juniors who have struggled with science concepts in previous years will be available to students in 2011-2012. The focus of this class will be to review concepts included in the NECAP examinations and serve as additional preparation. Science requirements for graduation have been increased by one credit (starting for the class of 2014) and additional science electives have been included to address student interest. We have also added new science electives such as Environmental Science that attracts students with a variety of abilities, due to the popularity of the subject matter. This is similar to the vast offerings in the agricultural science courses and the impact it has on the heterogeneity of the students.

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The math department has also added Senior Math for students who will need to pass college prerequisites, and have not taken math in recent years.

Winnisquam Regional High School has set the bar for other schools to follow in the implementation of the New Hampshire State Scholars Program. This initiative builds the capacity of school districts to enhance personalized learning, individualized progress and encourages students to take more rigorous course work. This happens through various strategies, but mostly specifically by strengthening school/community partnerships. All students will graduate better prepared for college and careers by exceeding high school graduation requirements and understanding the growing importance to attain high-level skills.

Course credits offered in conjunction with the Huot Career and Technical Center in Laconia, now include imbedded academic credits. This revised offering has increased the number and diversity of the student population attending the Huot Center to include students ranking among the highest in their class.

It is the policy of the Board to allow extended learning opportunities as a means of meeting the diverse instructional needs of students with different talents, interests and development. If a learning opportunity presents itself that does not meet the guidelines of an independent study, students consult with their guidance counselor or the school's administration to tailor a program for their needs.

All of these practices are consistent with our *P.R.I.D.E.* mission statement.

Highlighted item #8

Update the commission on any further consideration of a block scheduling model.

Research into various block scheduling models was conducted by visiting surrounding schools that use a block schedule from 2008-2009. The faculty voted in the spring of 2009, to move to a block schedule. In the fall of 2010, the Curriculum Alignment SIT researched and presented three block schedule models from which the faculty could choose. These choices were offered based on observations, student achievement, and other data. The vote resulted in the selection of an A/B day block model for implementation in 2011-2012.

Methods of scheduling are currently being reviewed. Members of the faculty have visited successful local high schools with similar socio/economic profiles to gain insight into teaching strategies that make best use of instructional time. Professional development time has been allocated for curriculum alignment and development to accommodate the block. Departments are reviewing curricular offerings for discussions about how to best apply the block for coverage of content. The transition has also been supported with a vast library of instructional materials to address each curricular area for faculty reference. As previously mentioned, on-going professional development is being offered through the Center for Collaborative Education.

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A school-wide mentoring evaluation has also been undertaken to help inform decisions about the role of mentoring in a block format. Students will participate in a “mock block” schedule for two days in February. Lunch roundtables with students and administration have been scheduled to share and discuss the upcoming implementation. Parents have been invited to host home visits in the three communities for informational sessions on block with administration. The PTSO monthly agenda includes updates and question and answer sessions on this transition to block scheduling.

Highlighted item #9

Report on any further modifications to the mentor program based on the periodic surveys of teachers and students and the collection of data related to attendance, behavior, honor roll, failure rates, etc.

Modifications to the mentor program have been implemented based on surveys and data from a variety of sources. Students and faculty participate in numerous surveys through and about mentoring every year. This data is used in the planning and implementation of mentoring practices and scheduling. As a result of the data from students, mentors continue to be involved with guiding students in scheduling and academic support as needed. The Personalization School Improvement Team oversees all mentoring and transition programs for incoming ninth graders which includes placement into mentor groups based on results of student questionnaires. Student organizations were a means for grouping in the past. Survey data indicated that this negatively impacted the effectiveness of mentor groups. This year, organized student groups meet outside the school day.

A survey of faculty, staff, administration and students was recently conducted regarding the use of mentoring time (See Appendix E). The data from this survey directly impacted the decision to include the Mentor Program in the block schedule for 2011-2012. In addition, the Student of the Month program was refined so that Mentor Groups have the opportunity to participate more fully in this process.

As a direct result of data generated through NECAP, the Literacy SIT recommended a silent reading component two days per week in the Mentor Program. Its success will be reviewed annually. An attendance committee has been revised to flag students with attendance challenges and meet routinely with students in jeopardy. Data coaches have been designated to review behavior statistics, Performance Plus data, and to create student goal setting sheets. These are shared with students and help them with goal setting for standardized test performance and behavior plans.

Though not always considered part of the designated Mentoring Program which takes place each day for 13 minutes this year and 17 minutes next year, there are a wide-range of mentoring opportunities. For example, we have designated three Transition Coordinators this year to examine student performance and attendance data to identify at-risk students and offer interventions for their success. In addition to athletic participation, student organizations such as FFA, Student Council, and NHS offer the opportunity for students to serve as mentors within their school community. These groups specifically hone student skills for leadership and community outreach and are directly connected to our mission.



Appendix A

YOU ARE HERE.....

Introduction to WRHS Unit

Freshman Seminar Team



Welcome to Winnisquam Regional High School! This unit will focus on the “nuts and bolts” of your daily life as a WRHS student. The emphasis will be on expectations, responsibilities and effective teambuilding. Students will also participate in reflection and goal setting to begin the foundation for a successful experience at our school.

Test Wizardry

Success with Assessments

Mrs. Susana Caxiaux

Completing assessments is an essential part of your high school experience. This is how you and your teachers are able to measure your progress and report your performance in your classes. In this unit, you will explore the various types of assessments, build and refine study strategies, and learn how to maximize your assessment performance.

The WRHS 411

Available Resources in Our School Community for Self-Advocacy

Mrs. Denise Lessard

Even the most confident and prepared students will sometimes need assistance to navigate through high school. During this unit we will locate and meet the key people at WRHS, those who work hard to make your experience less stressful. Students will develop their own personal resource list and will collaborate to create brochure for incoming new students to highlight this crucial information. Students will also learn self-management techniques to promote success and self-advocacy.

If Not Us, Who?

Service Learning Unit: Community Leadership

Ms. Janet Rosequist

Have you ever needed help from a classmate? Have you ever needed to borrow anything from a neighbor or friend? At some point in our lives, each of us will rely on the kindness of others to get by. In turn, the people in our lives may also rely on us. This form of interdependency is the basis on which healthy communities are built. In this unit, we will explore the relationships that exist between members of a community, and the way a community organizes to provide support for those members. The benefits of community service – for those who receive *and* those who give- will be discussed, as well as the role teenagers can play in making any community of which they are a part a vital one.

Give Credit Where Credit is Due

Media Analysis and Proper Research Documentation

Ms. Sarah Edmunds

It is very important for students to learn academic integrity and the importance of documentation of their research. In this 2 week unit, students will learn the basics of Research and documentation (MLA format), and how to determine what information is valid and worthwhile in our ever growing web of media. These basics will be imperative to incoming freshman across the curriculum throughout their high school career.

Multicultural Mayhem

Country Exploration and Research Project

Mrs. Dana Foulds

Students will learn about different countries and cultures around the world. Students will have the opportunity to collaborate on a research project where they will research a country of their choice and create a video report of that country using windows movie maker.

Don't Talk Trash

Practical Scientific Inquiry in Everyday Life

Mrs. Natalie Amtmann

Students will explore their role and responsibility as science students at WRHS. Basic protocol for lab work and general equipment operation will be explored. Additionally, students will begin to define their roles as members of our school, particularly in relation to the environment. Resource management, local environmental contributions, and key individuals involved in this area will be identified.

Putting It All Together

9th Grade Service Project Exposition

Freshman Seminar Team

Upon completion of their exploration of all six Freshman Seminar Units, students will return to their base teacher to make the connections between all the units. Each student will be responsible for creating, presenting, and completing a self-designed service project that reflects their growth during this introductory course. On the final day of class, students will present their projects to both a fellow student and a faculty/community member. Final grades will be posted upon completion of the service project.

Appendix B

1. Focus on Curriculum

1a. What is the learning objective(s) for the lesson?

- 1b. Learning objective(s) is evident to the students (select one)

Evident Not evident Unable to determine

- 1c. Learning objective(s) on target for grade-level standards (select one)

Yes No Unable to determine

2. Focus on Instruction

- 2a. Identify instructional practices

Coaching Discussion Hands-on experiences Informal assessment Learning centers Lecture Modeling Presentation Providing directions/instructions Providing opportunities for practice Teacher directed Q A Testing None

- 2b. Identify grouping format

Whole group Small group Paired Individual

- 2c. Identify research-based instructional strategies (Teacher)

Identifying similarities and differences Summarizing/note-taking Reinforcing effort/recognition Homework/practice Nonlinguistic representation Cooperative learning Setting objectives/providing feedback Generating/testing hypotheses Cues/questions/advance organizers

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• 2d. Identify research-based instructional strategies (Student)

- Identifying similarities and differences Summarizing/note-taking Reinforcing effort/recognition Homework/practice Nonlinguistic representation Cooperative learning Setting objectives/providing feedback Generating/testing hypotheses Cues/questions/advance organizers
-

3. Focus on the Learner

• 3a. Identify student actions

- Listening Reading Speaking Working with hands-on materials Writing
-

• 3b. Identify instructional materials

- Computer software Content-specific manipulatives Handheld technology Lab/activity sheet Overhead/board/flip chart Published print materials Real-world objects Student-created materials Textbook Video Web sites Worksheets None
-

• 3c. Determine level(s) of student work

- Recalling information (Knowledge) Understanding information (Comprehension) Using information in a new way (Application) Breaking down information into parts (Analysis) Putting information together in new ways (Synthesis) Making judgments and justifying positions (Evaluation)
-

• 3d. Determine level of class engagement (select one)

- Highly engaged-Most students are authentically engaged Well managed-Students are willingly compliant, ritually engaged Dysfunctional-Many students actively reject the assigned task or substitute another activity
-

4. Focus on Classroom Environment

- 4. Focus on Classroom Environment

Materials are available in the classroom Models/exemplars of quality student work posted Routines and procedures are evident Scoring rubrics are displayed/provided Students interact with classroom environment Student work displayed None

5. Focus on the Needs of All Learners

- 5. The teacher is responding to specific learning needs through differentiation of:

Content Process Product Learning environment Unable to determine

6. Focus on Mission and Learning Expectations

- 6. There is evidence of the strategies related to the mission in the learning environment:

Student-Led Activity Live Instruction Written Work Displayed Student Work Class Discussion Unable to determine

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Appendix C

Winnisquam Regional High School, 435 West Main Street, Tilton, NH 03276

Behavior Report

Student Name: _____

Faculty Name: _____

Incident Date: _____

Period/Time: _____

Student Behavior: Circle appropriate information

Level Three

Level Two

Level One

Class Disruption	Cheating/Plagiarism	Assault
Dress code violation	Class cut	Bomb threat/false fire alarm
Electronics	Directed profanity	Fighting
Failure to follow reasonable request	Disrespect	Possession of alcohol/under influence
Hallway w/out pass	Forgery	Possession of drugs/paraphernalia/ under influence
Inappropriate behavior	Harassment/Bullying	Possession of tobacco/smoking
Intentional pushing/shoving	Leaving class w/out permission	Repeat Harassment/Bullying
Missed office detention	Leaving school	Selling/distributing alcohol/drugs/paraphernalia
Missed teacher detention	Missed FED or asked to leave	Stealing
Non-directed profanity	Possession of lighter	Threatening
Sent out of class	Possession of own prescription drugs	Vandalizing/destruction of property
Tardiness to class	Repeated tardiness to school	Weapon
Unauthorized area	Truancy from school	Other _____
Other _____	Other _____	

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WRHS MISSION

Which part of the school's mission was violated by this incident? Circle appropriate information.

Productive citizenship Respect for self and community

Individual growth and achievement

Determination to succeed Excellence in education

Description/Comment: _____

TEACHER ACTION

Spoke to Student:	Detained Student:	Academic Penalty:
Spoke to Parent:	Met with Parent:	Other:
Teacher Recommendation:		

STUDENT RESPONSE

ADMINISTRATIVE ACTION

Spoke to Student:	Detained Student: (2:30-3:15)	Friday Evening Detention (2:30-5:30)
Spoke to Parent:	Police Involved:	ISS:
Involved Guidance:	Restitution:	Referred to Superintendent:
Manifestation Meeting:	Reentry Meeting:	Other:

Out-of-School Suspension (will be considered trespassing if on school grounds or at school event): _____

Administrative Signature/Date

Student Signature/Date

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Appendix D

Level of Proficiency SKILLS	Proficient with Distinction	Proficient	Slightly Below Proficient	Significantly Below Proficient
Organization	<p>Title is an extension of the piece</p> <p>Introduction capitalizes on audience</p> <p>Clear structure-transitions are fluid</p> <p>Sentence structure enhances meaning</p> <p>Conclusion is focused</p>	<p>Title is relevant & representative of the piece</p> <p>Introduction is focused</p> <p>Clear Structure – transitions are forced</p> <p>Sentence structure is appropriate to the piece</p> <p>Conclusion repeats the introduction</p>	<p>Title is relevant</p> <p>Introduction states what the piece is about</p> <p>Structure is not clear due to lack of transitions</p> <p>Sentence structure has some variety</p> <p>Conclusion is unclear</p>	<p>Title is inefficient</p> <p>Introduction is unfocused and dull</p> <p>Structure is unclear and no transitions are evident</p> <p>Sentence structure is not varied</p> <p>No Conclusion</p>
Content	<p>Theme/topic is supported with quotes and evidence. Each paragraph contains examples with analysis.</p> <p>Vocabulary is content specific and appropriate for topic, grade level, and audience</p>	<p>Theme/topic is somewhat supported with quotes and evidence. Each paragraph contains at examples with some analysis.</p> <p>Appropriate vocabulary is evident</p>	<p>General reference to the topic/theme with minimal use of specific examples or analysis.</p> <p>Appropriate vocabulary is evident, but effect is minimal.</p>	<p>No adherence to topic and no relevant examples of support are evident.</p> <p>Vocabulary is not appropriate to topic or hinders the desired effect of the piece.</p>
Style	<p>Carefully crafted phrases and sentences create a sustained tone. Varied, precise and engaging language that is appropriate to purpose.</p> <p>Sustained awareness of audience.</p> <p>Strong voice</p> <p>Full command of the components of style.</p>	<p>Language and tone enhance the purpose. Word choice is precise and engaging.</p> <p>Awareness of audience.</p> <p>Consistent voice.</p> <p>Consistent control of the components of style.</p>	<p>Language and tone are appropriate to the purpose. Word choice is interesting and appropriate with occasional lapses into simple language.</p> <p>Awareness of audience is basic focus.</p> <p>Inconsistent voice.</p> <p>Minimal control of the components of style.</p>	<p>Language and tone are flat and inappropriate to the task. Word choice is incorrect, imprecise, and confusing.</p> <p>Little to no audience awareness.</p> <p>Voice is not apparent.</p> <p>Little or no control of the components of style.</p>
Conventions	<p>The piece contains correct spelling, capitalization, and punctuation throughout the piece. A wide variety of grade appropriate conventions are evident.</p> <p>Piece is ready to publish. No errors.</p>	<p>The piece contains mostly correct spelling, capitalization, and punctuation. One or two minor errors.</p> <p>Minimal revision required before piece is ready to publish.</p>	<p>The piece contains many errors in spelling, capitalization, and punctuation.</p> <p>The piece requires significant revision.</p>	<p>The piece contains minimal use of grade appropriate spelling, capitalization, and punctuation.</p> <p>The piece required to be re-worked before considering publication.</p>

APENDIX E

Fall 2010 Mentoring Survey - Faculty

In an effort to reflect on Mentoring and see how this program will take shape with our new block schedule next year, please answer the following questions HONESTLY and constructively.

There are TWO sides to complete. Thank you, in advance, for your participation!

-The WRHS Personalization School Improvement Team

Check the appropriate column for each question.

Question	Agree	Neutral	Disagree	N/A
I understand the purpose of Mentoring.				
I am comfortable in my Mentor Group.				
I enjoy my Mentor (students).				
I enjoy being a Mentor (teachers).				
Mentoring is a good use of time.				
During Mentoring, I am able to provide valuable school information to my group.				
During Mentoring, I am able to provide academic support to my group.				
During Mentoring, I am able to provide social support to my group.				
Mentor groups work well with mixed grade levels.				
Silent reading is effective in my Mentor Group.				
I like having the same Mentor group for all four years of high school.				
I have not and don't plan to allow additions to my Mentor Group.				
Only teachers should have Mentor groups.				

DON'T FORGET SIDE TWO! 

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Please answer each question as specifically as possible.

1. What are the best aspects of Mentoring?

2. What needs to be improved about Mentoring? Please list ideas for improvement if you have them.

3. Should meetings be permitted during mentoring time and how should that be determined?

4. What is your opinion on rotating Mentors (either quarterly or yearly)?

5. How often should Mentoring meet and for how long?

6. Should there be time within the day for students to get extra help from teachers? Explain.

7. Silent reading is important; does it “fit” with Mentoring?

8. Other comments/Suggestions?

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Fall 2010 Mentoring Survey - Student

In an effort to reflect on Mentoring and see how this program will take shape with our new block schedule next year, please answer the following questions HONESTLY and constructively.

There are TWO sides to complete. Thank you, in advance, for your participation!

-The WRHS Personalization School Improvement Team

Check the appropriate column for each question.

Question	Agree	Neutral	Disagree	N/A
I understand the purpose of Mentoring.				
I am comfortable in my Mentor Group.				
I enjoy my Mentor (students).				
I enjoy being a Mentor (teachers).				
Mentoring is a good use of time.				
Mentoring provides me with valuable school information.				
Mentoring provides me with academic support.				
Mentoring provides me with social support.				
Mentor groups work well with mixed grade levels.				
Silent reading is effective in my Mentor Group.				
I like staying with the same Mentor group for all four years of high school.				
I have not and don't plan to change my Mentor Group.				
Only teachers should have Mentor groups.				

This is anonymous; however, we would like to look at the results by several characteristics.

Circle one for each category:

Class of 2011 2012 2013 2014

Gender Female Male

DON'T FORGET SIDE TWO! 

NEASC SPECIAL PROGRESS REPORT

Winnisquam Regional High School

January 24, 2011

Please answer each question as specifically as possible.

9. What are the best aspects of Mentoring?

10. What needs to be improved about Mentoring? Please list ideas for improvement if you have them.

11. Should meetings be permitted during mentoring time and how should that be determined?

12. What is your opinion on rotating Mentors (either quarterly or yearly)?

13. How often should Mentoring meet and for how long?

14. Should there be time within the day for students to get extra help from teachers? Explain.

15. Silent reading is important; does it "fit" with Mentoring?

16. Other comments/Suggestions?